

## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### 265.1 EXPRESSING PLEASE, THANK YOU, AND YOU'RE WELCOME

- "When you make a request or ask a favor, how can you make it sound more polite?" (Say "please," use a phrase like "would (could) you \_\_\_\_\_?", don't sound demanding . . . ) ■ "Give an example when you might say *please*." (When you make a request, ask a favor . . . ) ■ "Why might you say *please* when you ask a favor?" (Be polite, sound nice, show good manners . . . )
- "When someone does you a favor, what can you say to show your appreciation?" (Thank you, Thanks, I appreciate \_\_\_\_\_ . . . ) ■ "Give an example when you might express thanks to someone." (When you want to show appreciation, when someone does you a favor . . . )
- "When someone tells you *thank you*, what can you say to be polite?" (You're welcome, Sure, Anytime . . . ) ■ "Give an example when you might say *you're welcome*." (When someone tells you "thanks" . . . ) ■ "When people tell you *thank you*, why might it be a nice idea to say *you're welcome*?" (Be polite, make them feel good . . . )

**Role-play:** Instructor arranges for client to make a request of someone (e.g. request to know the time). It is suggested client be asked to request from a different person, and request something different, each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is introducing a politely intended request or is thanking.

*Wording client is to be trained to use when introducing a politely intended request:*

*Wording client is to be trained to use when thanking:*

- Client says *please* or an appropriate alternative phrase when making the request ■ Says as indicated in directions ■ Uses reasonably appropriate intonation (e.g. sounds polite and sincere)
- Client says *thank you*, *thanks*, or an appropriate alternative phrase of thanks when request is granted ■ Says as indicated in directions ■ Uses reasonably appropriate intonation (e.g. sounds polite and sincere)

**Role-play:** Instructor arranges for someone to make a request of client and express thanks when client grants the request. It is suggested to use a different person and request each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is responding to expressions of thanks.

*Wording client is to be trained to use when responding to expressions of thanks:*

- Client responds *you're welcome* or uses an appropriate alternative phrase when the other person expresses thanks ■ Responds as indicated in directions ■ Uses reasonably appropriate intonation (e.g. sounds polite and sincere)

#### 265.2 BORROWING THE PROPERTY OF OTHERS

- "What is borrowing?" (Obtaining something with owner's permission and returning it)
- "When you want to use something that belongs to another person, what does the owner expect you to do first?" (Ask permission)
- "Why does the owner expect you to ask permission before borrowing something?" (It's owner's property, owner might need it, show respect for the property of another . . . )
- "What could happen if you take something without asking the owner's permission?" (You might be accused of stealing, might get in trouble . . . )
- "What might the owner want to know before letting you borrow?" (How long you plan to keep what you borrow, where or how you'll use it . . . )
- "Why might the owner want to know when you plan to return what you are borrowing?" (May need the item by a certain time . . . )
- "What does the owner expect you to do when you have finished using what you borrowed?" (Return the item borrowed)
- "Why does the owner expect you to return something you borrow?" (It belongs to the owner, show appreciation for the favor . . . )
- "What can happen if you don't return something you borrow?" (Owner might get upset, might not allow you to borrow again . . . )
- "What can happen if you damage or lose something you borrow?" (Owner may expect you to pay for it, replace it, have it fixed . . . )
- "Why does the owner expect you to take good care of what you borrow?" (Respect for owner's property, owner paid for it, wants to continue being able to use it . . . )
- "When does the owner expect you to return what you borrowed?" (When you agreed; promptly . . . )
- "What can happen if you don't return a borrowed item when you agreed to return it?" (Owner might get upset, might not loan to you again . . . )
- "What is a polite way to ask to borrow something?" (May I please borrow your \_\_\_\_\_?, I was wondering if I might use your \_\_\_\_\_, Would it be all right if I borrowed your \_\_\_\_\_? . . . )
- "Why is it not usually good to borrow things often?" (People might get irritated with you, feel inconvenienced . . . )
- "When someone asks to borrow something from you, why do you not have to loan it?" (It's your property, you might need it, person wishing to borrow may not be trustworthy . . . )
- "What are some things people usually do not borrow from others?" (Expensive items such as car, TV, jewelry, stereo equipment; personal things such as hairbrush, toothbrush, handkerchief, same eating utensil or glass . . . )
- "Why is it not a good idea to borrow something expensive?" (You might not have the money to replace it or have it repaired if it gets lost, stolen, or broken . . . )

## COMMUNICATION SKILLS

## II. BASIC SOCIAL INTERACTING AND ETIQUETTE

## BORROWING THE PROPERTY OF OTHERS (Cont.)

- "Why is it not a good idea to borrow personal items such as toothbrush, comb, handkerchief?" (Not good hygiene, might spread germs . . . )
- Stealing**
  - "What is stealing?" (Taking another's property without permission)
  - "What can happen if you are caught stealing?" (Get in trouble, get arrested . . . )
  - "What can happen if you are caught stealing at work (school)?" (Might get fired, suspended, sent to principal's office . . . )
- Shoplifting**
  - "What is shoplifting?" (Taking something from a store without paying for it)
  - "What can happen if you are caught shoplifting?" (Might get arrested, not be allowed to go into the store again . . . )
  - "When you want to have something from a store, what does the owner expect you to do?" (Pay)

**Role-play:** Instructor arranges for client to borrow something from someone. It is suggested instructor arrange for client to ask to borrow a different item, and from a different person, each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is asking permission to borrow, responding to permission granted, or responding to permission not granted.

*Wording client is to be trained to use when asking permission to borrow:*

*Wording client is to be trained to use when responding to permission granted:*

*Wording client is to be trained to use when responding to permission not granted:*

- Client asks permission to borrow the item    ■ Communicates clearly (i.e. intent is understood)
- Asks using appropriate wording    ■ Asks as indicated in directions
- If permission to borrow is granted: Responds appropriately (e.g. says thank you)    ■ Responds as indicated in directions
- If permission to borrow is *not* granted: Responds appropriately (e.g. says *thanks anyway*)    ■ Responds as indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, does not get angry if permission not granted, uses appropriate eye contact and speaking volume)

## 266.1 ASKING PERMISSION TO ACT

- "What is asking for permission?" (Asking someone if it's all right for you to do something . . . )
- "Give an example when you should ask permission to do something." (To stay out late, to help someone with their work . . . )
- "Why should you ask permission to do something when it involves other people?" (Show consideration for others, be respectful . . . )
- "When you are at school, who expects you to ask permission to do things?" (Teachers, principal, coach . . . )    ■ "Why do your teachers expect you to ask permission to do things in their classes?" (It's their class, they're responsible for you . . . )    ■ "Give an example when you should ask your teacher permission to do something." (Client gives appropriate example)
- "When you are at work, who expects you to ask permission to do things?" (Supervisor, boss . . . )    ■ "Why does your supervisor or boss expect you to ask permission to do things?" (Supervisor is responsible for you, boss is in charge . . . )    ■ "Give an example when you should ask your supervisor (boss) permission to do something." (Client gives appropriate example)
- "When you are at home, who expects you to ask permission to do things?" (Parents, houseparents . . . )    ■ "Why do your parents (houseparents) expect you to ask permission to do things?" (They're responsible for you, they're in charge of the home . . . )
- "Give an example when you should ask your parents (houseparents) permission to do something." (Client gives appropriate example)
- "What can happen to you if you don't ask permission when you are supposed to?" (Might get in trouble, have accident, get fired . . . )
- "How might people react if you don't ask permission when you are supposed to?" (Worry, get upset, think you're inconsiderate . . . )
- "Give an example of appropriate wording to use when you ask permission to do something." (May I \_\_\_\_\_?, I wonder if I could \_\_\_\_\_, Would it be all right for me to \_\_\_\_\_? . . . )

**Role-play:** Instructor and client agree on something client will ask permission to do. It is suggested client ask permission to do something different, and ask from a different person, each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is asking permission to act, responding to permission granted, or responding to permission not granted.

*Wording client is to be trained to use when asking permission to act:*

*Wording client is to be trained to use when responding to permission granted:*

*Wording client is to be trained to use when responding to permission not granted:*

- Client asks permission to do what was agreed    ■ Communicates clearly (i.e. intent is understood)
- Asks using appropriate wording    ■ Asks as indicated in directions
- If permission to act is granted: Responds appropriately (e.g. says thank you)    ■ Responds as indicated in directions
- If permission to act is *not* granted: Responds appropriately (e.g. says *thanks anyway*)    ■ Responds as indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, does not get angry if permission not granted, uses appropriate eye contact and speaking volume)

## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### 267.1 ASKING FOR CLARIFICATION

- "What can you say to people *when you don't understand* what they are saying?" (I don't understand, Could you repeat please? . . . )
  - "Why is it important to be sure to understand what people are saying to you?" (So you'll know what they want you to do, they may be giving you important information . . . )
  - "Why is it okay to tell people you don't understand what they are saying?" (So they'll know you don't understand and can repeat or put it another way . . . )
  - "What can happen if you don't tell people when you don't understand?" (They might think you can't follow directions, might hold you accountable because they thought you understood . . . )
- "What can you say *when you don't hear* what someone says?" (Pardon me?, I'm sorry?, Could you repeat please? . . . )
  - "Why is it important to be sure to hear what someone is saying to you?" (So you'll understand . . . )
  - "Why is it all right to tell people you didn't hear what they said?" (They want you to hear them, they won't mind repeating . . . )
  - "What can happen if you don't tell people when you didn't hear what they said?" (They'll think you heard and hold you accountable, you won't respond appropriately . . . )

#### 267.2 ASKING FOR ASSISTANCE

- "What is asking for assistance?" (Asking for someone to help you, to do you a favor . . . )
- "When do people usually ask for assistance?" (When they have a problem, need help, are in trouble, are scared, injured, ill . . . )
- "Give an example when you might ask for assistance." (Client gives appropriate example)
- "What can happen if you don't ask for help when you need it?" (Might get hurt, become ill, your problem might get worse . . . )
- "What can happen if you often ask for help when you don't need it?" (People won't help you when you really need help, might think you're inconsiderate . . . )
- "What can happen if you don't ask the *appropriate* person for help?" (Might not get the help you need, situation might worsen . . . )
- "If you had a *personal problem*, such as \_\_\_\_\_, who would be appropriate to ask for help?" (Client gives reasonable answer)
  - "Who would *not* be appropriate to ask for help?" (Gives reasonable answer)
- "If you had a *school problem*, such as \_\_\_\_\_, who would be appropriate to ask for help?" (Client gives reasonable answer)
  - "Who would *not* be appropriate to ask for help?" (Gives reasonable answer)
- "If you had a *problem at work*, such as \_\_\_\_\_, who would be appropriate to ask for help?" (Client gives reasonable answer)
  - "Who would *not* be appropriate to ask for help?" (Gives reasonable answer)
- "If you were *lost*, who would be appropriate to ask for help?" (Client gives reasonable answer)
  - "Who would *not* be appropriate to ask for help?" (Gives reasonable answer)
- "If you had an *emergency at home*, such as \_\_\_\_\_, and you were home alone, who would be appropriate to ask for help?" (Client gives reasonable answer)
- "If you got *injured or ill at work (school)*, who would be appropriate to ask for help?" (Client gives reasonable answer)
  - "Who would *not* be appropriate to ask for help?" (Gives reasonable answer)
- "What can you say when you have an emergency and need help fast?" (Help, Somebody please help me . . . )
- "What is appropriate wording to use when you ask someone to help you with a problem?" (Could you help me with a problem I'm having?, Could I talk to you about something when you have a moment? . . . )
- "What would be appropriate to say if you were lost and you found someone to help you?" (Please help me I'm lost, Could you help me I seem to be lost . . . )
- "If you wanted someone to do you a favor, such as \_\_\_\_\_, how could you ask politely?" (Would you please do me a favor and \_\_\_\_\_?, I wonder if you might be so kind as to \_\_\_\_\_ . . . )
- "What do people usually say to a person after the person helps them or does them a favor?" (Thank you; I appreciate \_\_\_\_\_, It was very kind of you to help me . . . )
- "Why is it a good idea to thank someone who helps you?" (Show appreciation, make the person feel good . . . )

**Role-play:** Instructor arranges for client to ask someone for help or a favor. It is suggested client ask someone different, and ask for help on a favor regarding a different matter, each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is asking for help or a favor, or expressing appreciation afterward.

*Wording client is to be trained to use when asking for help or a favor:*

*Wording client is to be trained to use when expressing appreciation after the help or favor:*

- Client asks for the help or favor
- Communicates clearly (i.e. intent is understood)
- Asks using appropriate wording
- Asks as indicated in directions
- Expresses appreciation after being helped or done a favor
- Using appropriate wording
- Using wording indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

## II. BASIC SOCIAL INTERACTING AND ETIQUETTE

## 268.1 OFFERING ASSISTANCE

- "Why is it a good idea to help other people?" (Show kindness, get along better, make people feel good . . . )
- "How do you know when people need help?" (They ask for help, their need for help is obvious . . . )
- "Why don't people always ask for help when they need it?" (They don't want to inconvenience, they're shy, don't think to ask . . . )
- "Give an example when it's appropriate to help someone even if you are not asked to help." (Person falls, is going to drop something . . . )
- "If someone asks for help and you yourself cannot help, what can you do for the person?" (Get someone who *can* help . . . )
- "What is an appropriate way to ask if someone needs help?" (May I help you?, Are you all right?, Is there anything I can do? . . . )
- "What can happen if you don't help people when they need it?" (They might think you're selfish or don't like them, they might get hurt . . . )
- "What is appropriate to say when someone thanks you for your help or concern?" (You're welcome, Sure, My pleasure . . . )

**Role-play:** Instructor arranges a situation in which someone requests client's help. It is suggested to use a different person and request each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is verbally acknowledging person's expression of thanks.

*Wording client is to be trained to use when verbally acknowledging person's expression of thanks:*

- Client offers help when asked    ■ Appears to act willingly
- Verbally acknowledges person's expression of thanks appropriately    ■ Verbally acknowledges as indicated in directions

**Role-play:** Instructor arranges a situation that affords client an opportunity to offer help or concern without being asked. It is suggested to use a different person and situation each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is verbally acknowledging person's expression of thanks.

*Wording client is to be trained to use when verbally acknowledging person's expression of thanks:*

- Client offers help or concern without being asked    ■ Appears to act willingly
- Verbally acknowledges person's expression of thanks appropriately    ■ Verbally acknowledges as indicated in directions

## 268.2 HOLDING DOORS OPEN FOR OTHERS

- "Why do people hold doors open for others?" (Be helpful, kind, show good manners, respect . . . )
- "What is a polite thing to do after you pass through a door?" (Look to see if someone is close behind you)    ■ "What is the polite thing to do if someone is close behind you?" (Hold the door open for the person)
- "What is appropriate to say when someone thanks you for holding the door open?" (You're welcome, Sure . . . )
- "Do people usually hold the door open for just the person behind them or for everyone behind them?" (Just person behind them)
- "Why do people hold an elevator door open for a person behind them?" (So person won't get hurt, won't have to wait for next elevator . . . )
- "What is the polite thing to do when someone is holding the door open for you?" (Walk a little faster and hold the door yourself so person can continue ahead)
- "What is a polite thing to say to someone who holds the door open for you?" (Thank you . . . )

**Role-play:** Instructor arranges for client to pass through a door and another person to be following client. It is suggested to use a different person and door each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is verbally acknowledging person's expression of thanks.

*Wording client is to be trained to use when verbally acknowledging person's expression of thanks:*

- Client passes through door    ■ Looks to see if anyone is following    ■ Holds door open for person following
- Holds door open until person has hold of it    ■ And only until person has hold of it
- Verbally acknowledges person's expression of thanks appropriately    ■ Verbally acknowledges as indicated in directions

**Role-play:** Instructor arranges to have someone precede and hold door open for client. It is suggested to use a different person and door each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is thanking person.

*Wording client is to be trained to use when thanking person:*

- Client quickens pace if appropriate when first aware door is being held open for client
- Takes hold of door    ■ Before person releases hold on door    ■ And allows person holding door to continue ahead
- Thanks person appropriately for holding door open    ■ Thanks as indicated in directions

## 268.3 GREETING AND TAKING LEAVE

## GREETING

- "What do people do when they greet each other?" (Say hello, smile, shake hands, chat for a moment . . . )
- "Why do people greet each other?" (Be friendly, polite, they're glad to see each other . . . )



## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### GREETING AND TAKING LEAVE (Cont.)

- "Whom do people usually greet?" (People they know, friends, co-workers, classmates . . . )
- "What can happen if you don't return greetings from people you know?" (May hurt their feelings, make them think you don't like them . . . )
- "When is it often not appropriate to greet people you know?" (When they look busy, when they are talking to someone . . . )
- "Why is it not good to greet all strangers?" (Some might get the wrong idea, may not be nice people . . . )
- "What strangers do people often greet?" (Strangers they see every day, same bus driver, same store clerk . . . )
- "Why is it not appropriate to hug or kiss or put your arms around a stranger you greet?" (May embarrass or offend stranger, might give stranger a mistaken impression of your intentions . . . )
- "What is an appropriate thing to say when you greet someone?" (Hello, Hi, How are you, Good morning . . . )
- "What would be good to think about before you greet someone far away?" (Will your greeting make too much noise?, disturb others? . . . )
- "How can you greet someone without saying anything?" (Wave to person, smile, nod head . . . )
- Client demonstrates how to wave appropriately as a greeting

**Role-play:** Instructor arranges for someone to initiate a verbal greeting to client. It is suggested to use a different person and greeting each training session.

- Client reciprocates the greeting    ■ Uses appropriate words    ■ Facial expression is appropriate (e.g. smiles)
- Accompanying gestures (e.g. hand wave), if used, are appropriate
- If touches person: Touches appropriately    ■ And only if person is "appropriate to touch" (e.g. friend)
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

**Role-play:** Instructor arranges for client to initiate a greeting to someone. It is suggested to use a different person, and to encourage client to use a different greeting, each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is initiating greetings.

**Wording client is to be trained to use when initiating greetings:**

- Client initiates the greeting
- Uses appropriate words    ■ Uses words indicated in directions
- Facial expression is appropriate (e.g. smiles)
- Accompanying gestures (e.g. hand wave), if used, are appropriate
- If touches person: Touches appropriately    ■ And only if person is "appropriate to touch" (e.g. friend)
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

#### TAKING LEAVE

- "What do people do when they take leave of each other?" (Say *Good-bye* or *See you later*, smile, shake hands . . . )
- "Why do people say or do something when they leave each other?" (Be friendly, polite, conclude an interaction . . . )
- "What is an appropriate thing to say when you take leave of someone?" (Good-bye, See you later, Nice talking with you, I have to go now—talk to you later . . . )
- "What can happen if you just walk away from people without taking leave?" (Might think you're rude or don't like them . . . )

**Role-play:** Instructor arranges for client to be talking with someone and for the conversation to be interrupted such that client needs to initiate taking leave (e.g. instructor asks to see client in classroom). It is suggested to use a different person each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is initiating taking leave.

**Wording client is to be trained to use when initiating taking leave:**

- Client initiates taking leave    ■ Communicates clearly (i.e. intent to leave is understood)
- Uses appropriate words for taking leave    ■ Uses words indicated in directions
- Says words of leave facing the person
- Accompanying gestures (e.g. hand wave), if used, are appropriate
- If touches person: Touches appropriately    ■ And only if person is "appropriate to touch" (e.g. friend)
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

#### 269.1 INTRODUCING SELF AND OTHERS

- "What does it mean to introduce yourself to someone?" (Tell your name to the person, become acquainted . . . )
- "Why do people introduce themselves?" (Become acquainted, get to know each other . . . )
- "How many times do people usually introduce themselves to each other?" (Once)
- "When is not a good time to introduce yourself to people?" (When they are busy, when they are talking to someone . . . )
- "To whom do people usually introduce themselves?" (To those with whom they feel the wish to get acquainted may be mutual, to someone they need to meet, to a new client or student, new neighbor . . . )
- "Why is it not good to introduce yourself to just any stranger?" (Stranger may misinterpret your intentions, not want to meet you . . . )

## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### INTRODUCING SELF AND OTHERS (Cont.)

- "Why don't you have to introduce yourself to a stranger who wants to get acquainted?" (You may not want to become acquainted or tell your name . . . )
- "Name someone to whom it would be appropriate to introduce yourself." (Client names appropriate person, and is asked to name a different person each training session)
- "Name someone to whom it would *not* be appropriate to introduce yourself." (Client names appropriate person, and is asked to name a different person each training session)
- "What do people always tell when they introduce themselves?" (Their names)
- "What is a common way people touch each other when they introduce themselves?" (They shake hands)
- "What can you do when you want two people you know to become acquainted?" (Introduce them)
- "Name two people who would be appropriate for you to introduce." (Client names appropriate persons, and is asked to name different persons each training session)
- "What do the people you introduce need to know about each other?" (Each other's name)

**Client is asked to demonstrate shaking hands appropriately with instructor.**

- Uses right hand    ■ Grasps instructor's hand appropriately for shaking
- Force of grasp is appropriate (i.e. not too weak or strong)    ■ Maintains grasp throughout handshake
- Uses appropriate handshaking motions (e.g. shake is of up and down direction, of appropriate frequency, in cadence with instructor's shake)    ■ Duration of handshake is appropriate (i.e. not too brief or long)

**Role-play:** Instructor arranges to have client introduce self to someone. An entry is provided below for instructor to indicate basic format client is to be trained to use when introducing self to others (e.g. "Hello, my name is \_\_\_\_\_," followed by a handshake, then "Nice to meet you"). It is suggested client introduce self to a different person each training session, and the basic format selected for training be a comfortable format for client to use.

**Basic format client is to be trained to use when introducing self to others:**

- Client appropriately introduces self to the other person    ■ Introduces according to the basic format indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

**Role-play:** Instructor arranges for someone to introduce self to client. An entry is provided below for instructor to indicate basic format client is to be trained to use when someone introduces self to client (e.g. "How do you do. I'm (client's name)," accompanied by a handshake). It is suggested to use a different person each training session, and the basic format selected for training be a comfortable format for client to use.

**Basic format client is to be trained to use when someone introduces self to client:**

- Client responds appropriately when person introduces self to client    ■ Responds according to the basic format indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

**Role-play:** Instructor arranges for client to introduce two people. An entry is provided below for instructor to indicate basic format client is to be trained to use when introducing two people. For example: "(Person 1), I'd like you to meet (Person 2). (Person 2), this is (Person 1)." It is suggested the two people be different each training session, and the basic format selected for training be a comfortable format for client to use.

**Basic format client is to be trained to use when introducing two people:**

- Client appropriately introduces the two people    ■ Introduces according to the basic format indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

**Role-play:** Instructor arranges for someone to introduce client to another person. An entry is provided below for instructor to indicate basic format client is to be trained to use when someone introduces client to another person (e.g. "Nice to meet you," accompanied by a handshake). It is suggested the person who introduces, and the person to whom client is introduced, be different each training session, and the basic format selected for training be a comfortable format for client to use.

**Basic format client is to be trained to use when someone introduces client to another person:**

- Client responds appropriately when someone introduces client to another person    ■ Responds according to the basic format indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

#### 270.1 EXPRESSING SYMPATHY

- "What is sympathy?" (Sharing or understanding another person's feelings, feeling sorrow for the distress of another person . . . )
- "Give an example when you might feel sympathy toward someone." (Person has a death in the family, becomes ill, gets hurt, is troubled . . . )
- "Why do people show sympathy toward others?" (Be kind, make people feel better, give comfort . . . )
- "How do people show their sympathy toward others?" (Say *I'm sorry* or *That's too bad*, embrace person, look sorrowful, ask if there's anything they can do for the person, have a talk with the person, send a sympathy card . . . )

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## II. BASIC SOCIAL INTERACTING AND ETIQUETTE

## EXPRESSING SYMPATHY (Cont.)

- "When do people sometimes put their arms around others to show sympathy?" (Death in family, either person is very upset . . . )
- "Give an example when it would not be appropriate to put your arms around or hug a person to show sympathy." (Client gives appropriate example, and is asked to give a different example each training session)

**Role-play:** Instructor informs client of role-play intention of this exercise. Instructor then arranges for someone to tell client something that is normally considered conducive to an expression of sympathy by the listener (e.g. person says he or she doesn't feel well). It is suggested to use a different person and sympathy-evoking situation each training session.

- Client expresses sympathy
- Appropriately

## 271.1 APOLOGIZING

- "What is apologizing?" (Saying you're sorry for having done or said something you regret . . . )
- "Why do people apologize?" (Consideration for others, let person know you didn't mean to offend, you're sorry for offending . . . )
- "What can happen if you don't apologize when you do or say something wrong?" (Hurt people's feelings, make people feel you don't care about them . . . )
- "How do you know when someone might be expecting an apology from you?" (They tell you, they stay away from you or otherwise ignore you after you say or do something, you know what you've said or done is offensive . . . )
- "Give an example of something you might say or do that would require an apology from you." (Client gives appropriate example, and is asked to give a different example each training session)
- "What could you say to apologize for hurting someone's feelings?" (I'm sorry for \_\_\_\_\_; I didn't mean to hurt your feelings; It was wrong of me to \_\_\_\_\_ and I'm sorry for offending you . . . )

**Role-play:** Instructor informs client of role-play intention of this exercise. Instructor then makes up an example of something client has said or done to instructor which requires an apology (e.g. stepped on foot, lied, cheated). It is suggested instructor use a different example each training session.

- Client apologizes
- Appropriately

## 271.2 DECLINING

- "What does it mean to decline to do something?" (Refuse politely, say no thanks . . . )
- "Give an example of something appropriate for you to decline to do." (Client gives appropriate example, and is asked to give a different example each training session)
- "Give an example of something *not* appropriate for you to decline to do." (Client gives appropriate example, and is asked to give a different example each training session)
- "What can happen if you don't decline when you want to?" (You'll have to do things you don't want to do, other person won't know how you really feel . . . )
- "Give an example of appropriate wording to use when you decline." (No, thank you; I'd rather not; I'd like to but \_\_\_\_\_ . . . )

**Role-play:** Instructor and client agree on something client will decline to do, give, or accept. Instructor then arranges for someone to ask client to do, give, or accept what client has agreed to decline. It is suggested to use a different person and example each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is declining.

*Wording client is to be trained to use when declining:*

- Client declines
- Communicates clearly (i.e. intent is understood)
- Words declination appropriately
- Words as indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)
- Demonstrates declining when person puts client under pressure

## 271.3 DISAGREEING

- "What does it mean to disagree with someone?" (Have a different opinion, not agree with person . . . )
- "Why is it all right to disagree?" (We have a right to say what we think; we all think differently and have different opinions; other person may have a truly mistaken idea and be in need of correction . . . )
- "What can happen if you don't say when you disagree with someone?" (You may have to do things you don't believe in, person may assume you agree . . . )
- "What is an appropriate way to behave when you disagree?" (Remain calm, pleasant, use usual speaking volume . . . )
- "What is *not* an appropriate way to behave when you disagree?" (Shout, get angry, speak rudely, get personal . . . )
- "When is it a good idea to stop disagreeing with someone?" (Person starts to get upset or you do; you're not getting anywhere; it appears the disagreeing is going to lead to a quarrel . . . )

## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### DISAGREEING (Cont.)

- "Why is it important to express your disagreement directly to the person involved and not to someone else?" (It may help resolve a problem sooner, help avoid offending the person involved, help prevent the start of a harmful grapevine . . . )
- Role-play:* Instructor and client decide on a statement with which client disagrees. Instructor then makes the statement to client and initiates disagreement by taking an opposing point of view. It is suggested to use a different subject of disagreement each training session.
- Client disagrees    ■ Appropriately

#### 272.1 RESPONDING TO COMPLIMENTS

- "What is a compliment?" (Expression of praise, admiration . . . )
- "Why do people give compliments to others?" (Make them feel good about themselves, show they appreciate them . . . )
- "Give an example when someone might give you a compliment." (When you do good work, look especially nice, help someone . . . )
- "What is an appropriate thing to say when someone gives you a compliment?" (Thank you; That's nice to hear; How nice of you . . . )
- Role-play:* Instructor arranges for someone to give client a compliment. It is suggested to use a different person and compliment each training session. An entry is provided below for instructor to indicate a specific wording client is to be trained to use, if this is necessary, when client is responding to a compliment.
- Wording client is to be trained to use when responding to a compliment:*
- Client reacts to the compliment given to client
- Verbally responds appropriately    ■ Verbally responds as indicated in directions
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

#### 272.2 EXPRESSING COMPLIMENTS AND CONGRATULATIONS

##### COMPLIMENTING

- "What is a compliment?" (Expression of praise, admiration . . . )
- "Why might you give a compliment to someone?" (Make person feel good about self, show you appreciate, give person confidence . . . )
- "When might you give someone a compliment?" (When person does a good job, looks especially nice, cooks nice meal . . . )
- "What would be appropriate to say to compliment someone who \_\_\_\_\_?" — Instructor makes up two examples and varies examples each training session (Client states appropriate compliment for each example)
- Role-play:* Instructor and client decide on a person client will compliment, and on what matter the person will be complimented. It is suggested client compliment a different person and on a different matter each training session.
- Client compliments the person    ■ On the matter decided upon
- Uses appropriate words    ■ Sounds sincere
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

##### CONGRATULATING

- "What does it mean to congratulate someone?" (Offer an expression of joy or pleasure on a happy occasion for person . . . )
- "Name two occasions when you might congratulate someone." (When has birthday, gets award, gets job, marries, has baby, graduates, wins a contest . . . )
- "Why do people congratulate others?" (Let others know they're happy for them, share in their happiness . . . )
- "What is appropriate to say when congratulating someone who \_\_\_\_\_?" — Instructor makes up two examples and varies examples each training session (Client states appropriate words of congratulation for each example)
- Role-play:* Instructor provides client with an occasion (real if possible) on which to offer congratulations. It is suggested to use a different person (if possible) and a different matter of congratulation each training session.
- Client congratulates    ■ On the matter of congratulation provided
- Uses appropriate words    ■ Sounds sincere
- If shakes hands: Circumstances are appropriate for handshaking    ■ Shakes hands appropriately
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate facial expression, eye contact, speaking volume)

#### 272.3 APPLAUDING

- "What is applauding?" (Clapping your hands, showing praise or acclaim . . . )
- "Give an example of an event when people might applaud or clap their hands." (Client gives appropriate example, and is asked to give a different example each training session)
- "What makes for appropriate clapping, cheering, or whistling at formal events?" (Not doing it too loudly or longer than those around you . . . )
- "What can happen if you clap too loudly or you clap longer than those around you?" (Might disturb others, appear strange . . . )

## COMMUNICATION SKILLS

### II. BASIC SOCIAL INTERACTING AND ETIQUETTE

#### APPLAUDING (Cont.)

- "At what point do people usually clap at a formal performance such as a play or a concert?" (At the end, between acts . . . )
  - "At what kind of event is it usually all right to clap, cheer, or whistle when and however you want?" (Sports event . . . )
  - "What can you do if you are not sure when it is appropriate to clap?" (Clap when people around you clap . . . )
- Role-play:** Instructor provides an opportunity for client to clap hands. Instructor may ask client to clap.
- Client claps only at reasonable times (e.g. while other people are clapping)
  - Claps by striking fingers of one hand against palm of other hand ■ Frequency of striking is reasonable
  - Volume of clapping is reasonable (e.g. not too loud) ■ Duration of clapping is reasonable (e.g. stops clapping when other people stop)

#### 273.1 INTERRUPTING OTHERS

- "What is interrupting someone?" (Stopping person while he or she is doing or saying something . . . )
- "Why is it sometimes not appropriate to interrupt someone?" (Person wants to finish without interruption what he or she is doing or saying . . . )
- "Give an example when it would be appropriate for you to interrupt someone." (Client gives appropriate example, and is asked to give a different example each training session)
- "Give an example when it would *not* be appropriate for you to interrupt someone." (Client gives appropriate example, and is asked to give a different example each training session)
- "When you have something to say to someone you'd rather not interrupt, what can you do instead of interrupting?" (Wait for person to finish, go back later, leave person a message . . . )
- "Give an example of an appropriate way to interrupt someone who is busy." (Knock on person's door—wait to be acknowledged—excuse yourself for interrupting—and say what you have to say . . . ) ■ "What would be polite to do at the end of your interruption?" (Thank person for allowing you to interrupt . . . )

**Role-play:** Instructor arranges for client to give a verbal or written message to someone who is engaged in a conversation with another person. It is suggested to use a different person, environment, and message each training session.

- Client waits for appropriate moment to interrupt ■ Interrupts
- Uses appropriate words while interrupting ■ Gives message
- Acts appropriately at conclusion of interruption (e.g. thanks person, responds appropriately to person's thanks)
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

**Role-play:** Instructor arranges for client to give a verbal or written message to someone who is alone and occupied (e.g. working at desk). It is suggested to use a different person, environment, and message each training session.

- Client waits for appropriate moment to interrupt ■ Interrupts
- Uses appropriate words while interrupting ■ Gives message
- Acts appropriately at conclusion of interruption (e.g. thanks person, responds appropriately to person's thanks)
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate eye contact and speaking volume)

#### 273.2 GETTING PAST SOMEONE

- "What can you do to get past someone when there is enough but not much room to walk around the person?" (Excuse yourself and pass carefully . . . )
- "What can you do to get past someone when there is not enough room to pass?" (Excuse yourself and wait for the person to move . . . )
- "When someone is blocking your way, why is it good to wait for the person to move before you pass by?" (Avoid bumping, show consideration . . . )
- "What is appropriate to say to let others know you need to get past them?" (Excuse me; Pardon me; Could I get by please? . . . )
- "What is polite to say if you brush against someone you pass?" (Excuse me; Sorry . . . )
- "What is polite to do if you bump someone or step on someone's foot when passing?" (Apologize, ask if person is all right . . . )
- "What is polite to do when you pass in front of someone?" (Look to be sure you won't bump person and then excuse yourself . . . )

**Role-play:** Instructor arranges for client to have to walk around someone when there is sufficient but not much room to pass and the person appears unaware of client's presence (e.g. person is standing in narrow aisle and with back to client). It is suggested to use a different person and environmental context each training session.

- Client walks around the person ■ Carefully
- Excuses self when passing ■ Passes without touching person ■ Uses appropriate etiquette if touches person

**Role-play:** Instructor asks client to go to a specified destination (e.g. room in habilitation facility) and arranges the situation so someone is completely blocking client's way at a certain point (e.g. doorway) and appears unaware of client's presence. It is suggested to use a different person and context each training session.

## II. BASIC SOCIAL INTERACTING AND ETIQUETTE

## GETTING PAST SOMEONE (Cont.)

- Client indicates the wish to get by    ■ Indicates appropriately (e.g. says *excuse me* or *could I get by please?*)    ■ Repeats indication if necessary
- Waits for person to move aside before initiating passing    ■ Passes without touching person    ■ Uses appropriate etiquette if touches person
- Thanks person for moving aside    ■ Thanks appropriately    ■ And at appropriate time

## 274.1 GETTING STRANGERS' ATTENTION

- "Give an example when you might need to get a stranger's attention." (When you need help, stranger dropped or left something behind . . . )
- "What is appropriate to say to get the attention of a stranger who is not close by and doesn't see you?" (Excuse me; Pardon me . . . )
- "If you decide to approach a stranger to say something, why is it a good idea to excuse yourself before you begin talking?" (Put person at ease, not startle person . . . )

**Role-play:** Instructor arranges for client to get the attention of a "stranger" who is walking away from client at a considerable distance and does not see client. Client is asked to inform stranger of something stranger needs to know (e.g. has dropped or left something behind). It is suggested to use a different "stranger" and context each training session.

- Client gets "stranger's" attention    ■ Appropriately (e.g. politely says "excuse me")
- Gives the information    ■ Communicates clearly (i.e. information is understood)
- Responds appropriately to stranger's expression of thanks
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate speaking volume)

**Role-play:** Instructor arranges for client to get the attention of a stranger (non-stranger if necessary) by *approaching the stranger from behind* and asking for specified help or information (e.g. directions to a bus stop). It is suggested to use a different stranger and context each training session.

- Client approaches the stranger from behind
- Excuses self    ■ At appropriate time (i.e. so stranger is not startled or made ill at ease)    ■ And appropriately (e.g. sounds polite and non-threatening)
- Asks for the help or information specified    ■ Communicates clearly (i.e. request is understood)
- Thanks stranger at end of interaction    ■ Thanks appropriately
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate speaking volume, limits interaction to request for help or information)

**Role-play:** Instructor arranges for client to get the attention of a stranger (non-stranger if necessary) by *walking up to stranger from the front* and asking for specified help or information (e.g. time of day). It is suggested to use a different stranger and context each training session.

- Client walks up to the stranger
- Excuses self    ■ At appropriate time (i.e. so stranger is not startled or made ill at ease)    ■ And appropriately (e.g. sounds polite and non-threatening)
- Asks for the help or information specified    ■ Communicates clearly (i.e. request is understood)
- Thanks stranger at end of interaction    ■ Thanks appropriately
- Uses appropriate etiquette throughout (e.g. is polite, uses appropriate speaking volume, limits interaction to request for help or information)